

DRAFT – Assessment Plan for Measuring Institutional Metrics, 2023-2027

Goal 1: Outreach to Historically Underrepresented Populations

Metric: Enrollment of students residing in geographical locations with historically low college-going rates will be proportional with all other groups within the county, with a focus on enrollment of Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students.

Assessment: Fall enrollment of students residing in Alum Rock, Blossom Hill, East Palo Alto, San Jose East of 880, South San Jose, Tully, and Yerba Buena.

Goal 2: Achieving Success Factors

Metric: The rate at which students report they feel a sense of belonging on campus will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with the rate for all other students.

Survey Questions:

Rate your level of agreement with the following statements as they relate to your experience at De Anza College, either on campus or online: (Rarely, Sometimes, Most of the time, All the time)

1. I feel welcome.
2. I feel a personal connection with other students, staff and/or instructors.
3. I feel my unique personal experiences and/or culture are honored and respected.
4. I feel other students and/or instructors and staff want me to succeed.
5. I feel I have something to offer that added value to the campus.

Creating a sense of belonging index

To calculate a raw score for belonging on campus, we will count the number of questions which a student answered affirmatively: Most of the time, All of the time. Students with a high or moderate civic capacity level will be included as achieving the metric.

The affirmative scores will be translated into belonging levels as follows:

Belonging Level	Raw Score
High	4-5
Moderate	2-3
Low	0-1

Survey Administration: Annually during spring quarter along with the basic needs and mental health survey.

Goal 3: Course Success

Metric: The annual course completion rate for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Assessment: Student Success Metrics Dashboard: Course Success Rate. The course success rate for all students in the selected year.

(<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics?msclkid=031ca8f9c66611ecb1b3e8db82c6520e>)

Goal 4: English + Math Completion

Metrics: The rate of successful completion of transfer-level English and Math in the first year for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Assessment: Student Success Metrics Dashboard: Completed Transfer-Level Math and English. Degree and Transfer students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

(<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics?msclkid=031ca8f9c66611ecb1b3e8db82c6520e>)

Goal 5: Transfer

Metric: The annual transfer rates for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Assessment: Student Success Metrics Dashboard: Transferred to a Four-Year Institution. Degree and Transfer students, who earned 12 or more units at any time and at any college up to and including the selected year and who exited the community college system, the number of students who enrolled in a four-year institution in the selected year. (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics?msclkid=031ca8f9c66611ecb1b3e8db82c6520e>)

Goal 6: Degree Attainment

Metric: The annual rate of degrees awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Assessment: Student Success Metrics Dashboard: Transitioned to Postsecondary or Earned an Award. Degree and Transfer students, the number of students who earned a degree in the selected year. (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics?msclkid=031ca8f9c66611ecb1b3e8db82c6520e>)

Goal 7: Certificate Attainment

Metric: The annual rate of certificates awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Assessment: Student Success Metrics Dashboard: Transitioned to Postsecondary or Earned an Award. Degree and Transfer students, the number of students who earned a certificate in the selected year. (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics?msclkid=031ca8f9c66611ecb1b3e8db82c6520e>)

Goal 8: Workforce Training

Metric: The rate at which students report they are employed in a field closely related to their field of study will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.

Assessment: Student Success Metrics Dashboard: Job Closely Related to Field of Study. All students, among CTE students who responded to the CTE Outcomes Survey and who did not transfer to any postsecondary institution, the proportion who reported that they are working in a job ver closely or closely related to their field of study. (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics?msclkid=031ca8f9c66611ecb1b3e8db82c6520e>)

Goal 9: Civic Capacity for Community and Social Change

Metric: The rate at which students report they are able to make a positive difference for others will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.

Survey Questions:

My experiences at this college have contributed to my ability to: (Not at All, Very Little, Somewhat, To a Great Extent)

- a. Make a positive difference for others
- b. Have a conversation about controversial issues with someone whose background or views are different than my own.
- c. Have my views challenged by others.

- d. Work with others to make a difference on campus or in the community.
- e. Voice my opinions on campus, at work, or in my community.

Creating a civic capacity for community and social change index

To calculate a raw score for civic capacity, we will count the number of questions which a student answered affirmatively: Somewhat, To a Great Degree. Students with a high or moderate civic capacity level will be included as achieving the metric.

The affirmative scores will be translated into civic capacity levels as follows:

Civic Capacity Level	Raw Score
High	4-5
Moderate	2-3
Low	0-1

Survey Administration: Annually during spring quarter along with the basic needs and mental health survey.

Goal 10: Meeting Basic Needs

Metric: The rate of basic needs challenges – including homelessness, housing insecurity, food insecurity and mental health issues – reported by Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students, as measured by the annual basic needs survey.

Survey Question:

How much would you say mental health issues affect your ability to be successful at De Anza College (e.g., personal or family mental health issues or lack of access to mental health services)? Great effect, Moderate effect, Little effect, No effect